Revised: 3/25/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: __ Elementary X Middle __ High __ K-12

Name of Principal: Mr. Kent DeKoninck

Official School Name: Clay Middle School

School Mailing Address: 5150 East 126th Street
Carmel, IN 46033-9747

County: Hamilton School Code Number* 2506

Telephone: (317) 844-7251 Fax: (317) 571-4020

Website/URL http://www.ccs.k12.in.us/clj/front.htm E-mail: kdekonin@ccs.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Barbara Underwood

District Name: Carmel Clay Schools Tel. (317) 844-9961

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson: Mr. Bruce Breeden

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

10	Elementary schools
3	Middle schools
___	Junior high schools
1	High schools
___	Other
14	TOTAL

2. District Per Pupil Expenditure: $9,600 (2003-04)

   Average State Per Pupil Expenditure: $9,100 (2003-04)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 1.5 Number of years the principal has been in her/his position at this school.

   10 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 (04-05) enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**	207	178	385
K				**8**	178	158	336
1				**9**			
2				**10**			
3				**11**			
4				**12**			
5				**Other**			
6	182	185	367				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					1088

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

86 % White
3 % Black or African American
3 % Hispanic or Latino
8 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 (03 – 04) until the end of the year.	42
(2)	Number of students who transferred ***from*** the school after October 1 (03 – 04) until the end of the year.	39
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	81
(4)	Total number of students in the school as of October 1 (03 – 04)	1578
(5)	Subtotal in row (3) divided by total in row (4)	.0514
(6)	Amount in row (5) multiplied by 100	5.14

8. Limited English Proficient students in the school: 1 %
13 Total Number Limited English Proficient
Number of languages represented: 6
Specify languages: Danish, Korean, Mandarin, Spanish, Taiwanese, Telugu

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 58

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %
96 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

8 Autism	1 Orthopedic Impairment
____Deafness	19 Other Health Impaired
____Deaf-Blindness	52 Specific Learning Disability
____Emotional Disturbance	5 Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
2 Multiple Disabilities	9 Emotional Disability

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	3	1
Classroom teachers	55	8
Special resource teachers/specialists	6	3
Paraprofessionals	14	2
Support staff	33	1
Total number	111	15

12. Average school student-"classroom teacher" ratio: 18.6

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	97%	98%	98%	98%	98%
Teacher turnover rate	7%	7%	3%	5%	6%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Clay Middle School (CMS) in Carmel, Indiana, is a three-year middle school that serves 1,088 students in grades 6, 7, and 8. It is part of the Carmel Clay School District, which is home to ten elementary schools, three middle schools and one high school. Clay is currently undergoing extensive renovation, which upon completion in 2006 will cover approximately 258,000 square feet.

The certified staff at CMS consists of 76 full and part-time staff members, which includes 2 counselors, 1 social worker, 1 media specialist, and 4 administrators. The school also has 50 full and part-time paraprofessionals and support staff, which include 4 secretaries, 1 nurse, and 1 computer technician. The services of a school psychologist, an occupational therapist, a physical therapist, a music therapist, and a recreational therapist are available to Clay students. The dedicated staff members at Clay continually work towards educating not only the students as CMS but themselves as well. More than 62 percent of the faculty members have earned masters or advanced degrees, and the average length of teaching experience is 15 years. Clay also prides itself on being the home of the 2004 Indiana Teacher of the Year.

Clay embraces the middle school philosophy. Students are divided into interdisciplinary teams to promote a smaller, student-centered learning environment. Sixth grade students are on teams of three teachers, as they graduate to seventh and eighth grade they move to larger teams of five teachers. Clay fosters a long tradition of excellence in academics, athletics, performing arts, and other competitive events. The traditional school year consists of 182 instructional days, 410 minutes in length, excluding lunch. CMS students consistently score higher than state or national norms on standardized tests. On the most recent Indiana Statewide Testing for Educational Progress Plus (ISTEP+), 8th grade students ranked third in the state of Indiana. Clay Middle School has repeatedly attained the Four Star School Rating, placing it in the top twenty-five percent of all Indiana schools, for thirteen of the past fifteen years. This rating is based upon ISTEP+ performance in mathematics and language arts as well as attendance.

The mission of Clay Middle School is the driving force behind all educational decisions. Clay's administration, faculty, and staff work together to promote a process of continuous school improvement. The purpose of this unified effort is to support **"an environment which promotes education and well being regardless of ability, age, appearance, gender, nationality, race, religion, sexual orientation, and socio-economic status."** All students are challenged and encouraged to achieve their potential. Clay offers advanced placement in mathematics and language arts. As a part of optional participation in the Midwest Talent Search, many Clay students take the SAT or the PSAT. While Clay staff members take great pride in a rigorous standards-based curriculum and the students' high level of achievement, they constantly examine programs and curriculum to ensure that all students achieve.

The school is fully accredited by the North Central Association of Colleges and Secondary Schools (NCA). The Clay Middle School Improvement Committee coordinates all school improvement programs, including professional development and the school improvement plan as addressed by PL221. Increased reading and writing skills are the focus of our improvement plan. The committee surveys parents, teachers, staff, and former students regarding the effectiveness of the middle school experience at Clay.

Clay teachers continually research best practice, examine curriculum, and collaborate in both whole faculty study groups and professional learning communities to improve student learning. In 2003, the North Central Association peer review team commended Clay "for their diligence in working toward continuous school improvement." To that end, NCA added that "an atmosphere of trust, respect, and collegiality exist among the staff, students, parents, and administration."

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of Clay Middle School's assessment in language arts and math

Clay Middle School uses multiple assessment tools to determine all students' performance in language arts and mathematics. One of the assessment tools is the Indiana Statewide Testing for Educational Progress Plus (ISTEP+). Sixth and eighth grade students' scores are measured and published for the public. For the first time, the state will be scoring seventh grade scores as well and sharing those results with all stakeholders. Overall, Clay Middle School students have consistently achieved scores in the upper echelon in relation to other schools in the state.

The scoring of the test is broken down in three categories: Pass Plus, Pass, Did Not Pass. In the fall of 2004, Clay Middle School's 6th grade students' overall Pass rate (students who passed both the math and language arts components combined) was 93 percent. The statewide average for 6th grade was 73 percent. Clay Middle School's 8th grade overall Pass rate was 94 percent. The statewide average for 8th graders was 70.5 percent. A Pass Plus rating indicates students who not only meet the passing standard, but also demonstrate high achievement in the knowledge and skills of the content area. At Clay, 23 percent of sixth grade students and 22 percent of eighth grade students scored in the Pass Plus category in language arts. In mathematics, 40 percent of sixth grade students and 43 percent of eighth grade students achieved a Pass Plus score.

Even though these scores are incredibly high, student scores continue to improve. In the fall of 1999 only 86 percent of Clay Middle School's 6th graders passed both the language arts and math components and 92 percent of the 8th graders passed both. The results are more impressive when considered with the fact that Clay Middle School is part of one of the largest school districts in the state. As a result, we have a student population that is among the highest in the state and Clay's scores exceed many public and private schools in the state of Indiana.

The state of Indiana breaks down the ISTEP+ results into specific areas within the language arts and math curricula. This data is distributed to every teacher at CMS for disaggregation. Although the scores are high, areas of weakness are addressed and teachers collaborate to develop school goals to help students become more successful in these areas. Overall, language arts scores, more specifically reading comprehension and writing applications, have been the focus of school improvement. When looking at the scores of our different ethnic groups, the disparity of the results lessens. Due to a recent shift in our student population, the current ISTEP+ scores indicate a gap between the achievement of students who received free or reduced lunches and those who do not. This is an area the school will monitor in the future. Further breakdown of Clay Middle School ISTEP+ data is available by visiting the following website http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=2506.

The school has focused on the areas of reading comprehension and writing across the curriculum since these have continually been areas of weakness for our students as reported via ISTEP+ results. The results of this process are twofold in that this also helps the school meet the requirements of Indiana's Public Law 221, Indiana's school improvement initiative. Teachers use this information, combined with classroom observations of their individual students, to modify and improve classroom instruction.

How Clay Middle School uses assessment data to understand and improve student performance

In an effort to measure improvement and growth, and in accordance with Public Law 221, Clay Middle School has adopted goals targeting student learning and achievement in the areas of reading comprehension and writing applications. These goals were formulated with the assistance of various stakeholders, who examined the current curricular program in conjunction with the state standardized ISTEP+ test scores.

In order to devise the most appropriate goals centered on student achievement, Clay Middle School uses multiple sources of assessment data to address student needs, identify areas requiring greater instructional emphasis, develop teaching goals, and evaluate teaching strategies. All staff members participate and are devoted to achieving progress toward school goals.

Clay has adopted three specific strategies to target reading and writing scores. The reading and writing strategies that are consistently used across the curriculum by all teachers are Power Trees, Somebody Wanted But So (SwaBS), and Context Clues. Power Trees is a graphic organizer to help focus and outline writing. SWaBS is a reading strategy used to break down text to assist with reading comprehension. Context Clues assist student understanding of difficult vocabulary. These strategies have been identified to help students focus on writing, expand vocabularies, and understand reading materials in classroom work. All teachers employ these strategies with the intent of teaching students to transfer skills to everyday practice.

Clay Middle School has also formed a Data Committee composed of classroom teachers. This committee compiles and organizes data from different local and state assessments. All information is entered into a matrix to facilitate interpretation and evaluation of the data. This information is then disseminated so that classroom teachers may identify areas of student need, areas requiring instructional emphasis, and monitor progress toward the school's writing improvement goals.

How CMS communicates student performance to parents, students, and the community

Clay Middle School uses a plethora of resources to regularly communicate student performance to parents, students, and the community. Results from the ISTEP+ help guide educators and parents in planning the most successful academic track for students. In addition, Clay teachers communicate frequently with parents by way of telephone, e-mail, or conferences to answer questions and provide the best educational services possible. Also, the Guidance Department, comprised of two counselors and one student services coordinator, works diligently to support the academic and personal needs with students and parents. The student services coordinator facilitates student groups to address personal tribulations of middle school students to positively impact their academic experience.

Technology also facilitates open communication among Clay stakeholders. Educators at Clay Middle School use the software program ParentConnect to track a student's progress. ParentConnect is also available via the Internet for parents and students alike to continually monitor the student's progress in each class. CMS teachers regularly update grades so all parties have the most current grade information available for a student. Also, allowing students the ability to access grades builds accountability and responsibility.

Clay Middle School is always seeking new methods to better inform and communicate with parents and community members. The school's website is a helpful source. On the homepage one can find a link to a section in which each teacher operates an individual homework page that is updated weekly. Each academic team at CMS is redesigning and creating team web pages with specific information geared for their classes. The Parent Teacher Organization (PTO) distributes a monthly newsletter that is also linked on the CMS homepage. Academic, athletic, and extra-curricular news is reported in each PTO newsletter. Furthermore, Clay's journalism classes create a monthly news magazine and an annual yearbook.

In addition, Clay staff, administration, and parents are involved in regular district-wide collaboration meetings and strategic planning sessions. At these meetings, current assessment data is shared and goals are set to improve student achievement.

How Clay Middle School shares its success with other schools

Clay Middle School enjoys strong partnerships with surrounding schools, which allows for the sharing of strengths and successes. Many members of the staff have been trained in the Carmel Clay Mentor Program, which in turn allows them to mentor and direct teachers from various curricular areas. Also, on staff we have the recipient of the 2003-2004 Indiana Teacher of the Year Award. This honor has allowed Mr. Mark Weaver to be the Teacher in Residence for the state of Indiana during the 2004-2005 school year.

The teachers in the science department regularly present successful teaching strategies at the Camp Gallahue, an environmental workshop targeting field studies involving hand-on activities matching Indiana's science and math standards. The administrative assistant has presented at both the Interscholastic Athletic Administrator's Conference and the National Athletic Director's Conference. Clay's special education department chair presented at a consortium of principals, directors, and superintendents at Ball State University, which highlighted the successes of Clay's special education program. Clay has hosted teachers from many neighboring schools who are interested in modeling parts of Clay's academic program. A guidance counselor is serving as a mentor for a 1st year counselor through a program sponsored by the Indiana School Counselor Assoc. (ISCA). The journalism teacher sends out issues of *the Clay Classic/Clay Factor,* our school news magazines, to keep local schools updated with middle school journalism.

A Clay science teacher, Mr. Mark Weaver, was honored as a Disney American Teacher Award Honoree in 2003. Since receiving this honor Mr. Weaver and Clay's principal have been asked to share their experience and knowledge of professional development strategies with new recipients of this Disney award.

Finally, teachers from each core curricular area at all three middle schools in the corporation meet once each semester to exchange ideas, align curriculum, and share successful endeavors they have experienced in their classrooms.

PART V – CURRICULUM AND INSTRUCTION

Clay Middle School Curriculum Summary

The curriculum at Clay Middle School is designed to meet the standards set by the Indiana Department of Education and to ensure that all students achieve at high levels, not just in their core classes, but in all areas of the curriculum. The following provide specific examples that demonstrate commitment to these standards:

Science – Clay provides a rich and challenging science curriculum by asking students to analyze, research, synthesize, and problem solve. The proper use of the Scientific Method, metric system, and science equipment is also stressed. Science teachers created an outdoor lab, approximately one acre in size, adjacent to the school by bringing in certain species of plants and animals to live and grow in an ecosystem. Teachers have developed lesson plans to integrate this wildlife setting into the curriculum. In sixth grade, students are introduced to concepts of environment and ecosystems by using the pond. Seventh grade heavily relies on the outdoor lab for the animal and plant life identification units. Eighth grade students utilize the pond to conduct chemical tests of the water and soil to master some chemistry standards.

Math – The math program has three levels of math at each grade level. Sixth grade offerings are Math 6, Advanced Math, and Honors Math. Seventh grade offerings are Math 7 (includes all seventh grade Indiana math standards), Pre-Algebra (topics considered 8th grade standards), and Algebra (topics considered 9th grade standards.) The eighth grade courses follow the same pattern: Pre-Algebra includes the Indiana math standards for grade eight while Algebra covers topics one year above the standards and Geometry covers topics two years above the standards. In all courses, students are required to communicate math ideas and concepts through writing to support the school improvement goals. The math department administers final exams at the end of each semester. To improve student achievement, teachers complete item analysis forms on all exams and use this data to guide their instruction.

Social Studies – The social studies curriculum is as follows: sixth grade students study Europe and the Americas, seventh grades students study Africa, Asia, and the Southwest Pacific, and eighth grade students study American History. Throughout all grades, map skills, cause and effect relationships, and current events are emphasized. The teachers frequently use simulations to teach lessons so students can re-enact critical events to gain a better understanding of historical significance.

World Languages – For students at CMS, taking a world language is part of the core curriculum. There are five languages to choose from: German, French, Spanish, Latin, and Japanese. Sixth grade students choose a language and participate in that language throughout middle school. At the end of the eighth grade year, students have completed the equivalent of a first year high school course and can enter Carmel High School in the second year of the same language or choose a different language during high school.

Performing Arts –All students have the option to participate in band, choir or orchestra. Two-thirds of Clay students participate in at least one of these programs. Many of the students also participate in private lessons outside of school to further advance their skills.

Art –In the sixth grade, students are exposed to all mediums: drawing, painting, ceramics, and crafts. In seventh or eighth grade, students can choose area to study in more depth. All students are encouraged to use their artistic skills to interpret the world around them.

Practical Arts – There is a wide variety of experiences within the practical arts curriculum: family and consumer science, technology education, digital video productions, keyboarding, and computer applications. All of these courses are hands-on and promote problem-solving skills. Reading and writing activities are included throughout the curriculum to support the school-wide goals.

Clay Middle School's English Language Curriculum
English courses are designed to lay a foundation in the areas of literature, composition, grammar, and speech. Students are placed in a regular English or in an honors English class. The literature study covers classical and contemporary works with emphasis on theme and characteristics of genre. Class sets of novels are available to supplement the reading series. In addition, through the program Reading Counts, students' reading outside the curriculum and specific reading levels are monitored. The grammar study at Clay covers parts of speech, sentence structure, mechanics, and sentence combining. Vocabulary building is also an integral part of the English class. Composition stresses organization, accuracy, and effectiveness. Formal writing assignments are scored with a district writing rubric which models the ISTEP+ assessment rubric. The writing of reports, narratives, journals, and essays is required to reinforce the importance of communication skills. Therefore, to further ensure student achievement at high levels, teachers across the curriculum are encouraged to include in lesson plans daily writing assignments, vocabulary activities, and frequent oral presentations.

As part of the offerings in this department, journalism is available to sixth grade students. Students learn the beginning skills of writing for publications and the ethics involved in reporting the news. Seventh grade students can choose to participate in newspaper. Yearbook is offered to our eighth grade students.

Students struggling with English skills can receive after school tutoring three days a week. The tutoring is provided by current CMS language arts teachers and financially supported by the PTO. If a student is lacking basic skills or reading below grade level, they participate in Essential Skills classes. These classes are based on the standards and provide opportunities for students to focus on the specific areas of weakness. These classes are usually comprised of 8 to 12 students to allow the students more one-on-one feedback. Students who qualify for our special education program receive support in their regular education classroom or in a Basic Language Arts Class.

Clay Middle School's Wellness Curriculum
Wellness – At Clay Middle School, a unique experience has been created for students by integrating the traditional health and physical education classes into one course--wellness. The benefit of combining these two courses is that all of the students have a wellness class for a 90 minute block of time every other day for the entire school year. This integrated approach and longer block of time allows the wellness teachers to introduce a concept, such as heart rate, and then direct students change into their uniforms to participate in various exercises that will test the concept they just learned. The focus of this curriculum has also evolved to promote sports that can lead to life-long participation rather than competition. For example, students are learning games like tennis and golf rather than kickball.

Students will become aware of the importance of fitness in their everyday lives and gain responsibility for their own health and well being through an active lifestyle. Students are encouraged to keep health diaries on what they eat, how much exercise they get, how many calories they eat per day, and how much fat, carbohydrates, protein and sodium is in their diets. By participating in such activities, the students are developing athletic and social skills as stated in the school's mission statement.

The CMS staff and administration believe this new program change will help to provide the opportunity for movement that adolescents need during this time of development and promote healthy ways to fight teen obesity.

Different Instructional Methods used at Clay Middle School
Clay Middle School seeks to preserve the best of traditional educational practices, and, at the same time, meet the individual learning styles of all students. CMS teachers are sensitive to the unique changes, both physical and emotional, that young adolescents experience during middle school. With these thoughts in mind, teachers plan lessons to include cooperative and collaborative learning, but with individual

assessment. Critical thinking and problem solving are more important than rote memorization of dry facts—students are asked to explain *why* in critical response questions rather than True/False or multiple choice. In math they are asked to explain the thought process followed to reaching an answer. The idea of "hands-on" learning is a goal for all of the CMS staff. The core teams of teachers are encouraged to create interdisciplinary units and look for connections between curricular areas, enabling students to see the "bigger picture" of integrated concepts, rather than isolated concepts. In daily lessons, teachers make many references to the real world and then let students apply their knowledge to real life problem solving. English classes may write letters to outside agencies to obtain information or have students complete resumes. A Family and Consumer Science unit on consumerism has students evaluate advertisements. Teachers also use simulations, debates, and presentations as other methods to deliver instruction of material.

Students participate in decision-making within their classroom in a variety of ways. For example, they choose current events or research topics, participate in the design of rubrics used to assess learning, and help determine project due dates. Many teachers offer students the opportunity to select from a menu of assessment activities, such as preparing a speech, writing a report, creating a PowerPoint presentation, or conducting an interview. Additionally, students may assist in the development of classroom rules, complete interest surveys, or choose whether to work alone or with a partner.

Clay Middle School's Professional Development Program

As a member of the North Central Association (NCA) of Colleges and Schools, Clay Middle School undergoes an extensive self-evaluation every six years and implements a comprehensive school improvement plan that focuses on enhancing student learning. As a result of our self study in 2003, the faculty and administration of CMS set improvement goals in two areas—reading and writing. In its implementation of Indiana's Public Law 221 (PL 221) and the creation of a school improvement plan, the CMS School Improvement Committee focused on the NCA goals by training the entire school staff to use two reading strategies (SWABS—Somebody Wanted to But So and Context Clues) and a writing strategy (Power Trees.) All teachers are expected to integrate one of these strategies into their weekly lesson plans and each department has selected one of the strategies to focus on, based on how effectively it matches the curriculum.

As part of the professional development plan, teachers frequently meet in teams and by departments to share and discuss data from the ISTEP+, the writing rubric benchmarks and the students' reading inventories. They identify trends in student populations as well as individual student needs. After analyzing the data, teachers make adjustments to instructional methods to better meet the needs of the students.

To further support Clay educators, teacher leaders have been identified in the building. These teachers serve the staff as department chairs and team leaders. Retreats were planned by the administrative team outside of school for these teachers to collaborate together and grow as leaders. Throughout the year, the administrative team continues to monitor the needs of these leaders as they work with other staff members and students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grades: 6 and 8 **Test:** ISTEP+

Edition/Publication Year: 1997 CTB/McGraw-Hall and Indiana State Department of Education

Number of students in the grades in which the test was administered*: 367 sixth graders
332 eighth graders

Number of students who took the test*: 365 sixth graders
329 eighth graders

*These numbers reflect the 2004-2005 ISTEP+ exam.
What groups were excluded from testing? Why and how were they assessed? Students who are placed in the moderate to severe mentally handicapped program are exempt from standardized testing. They are assessed using ISTAR (Indiana Standards Tool for Alternate Reporting).

Number excluded: 5 (2 sixth grade students, 3 eighth grade students)
Percent excluded: .7%

Percentage of students tested whose performance on the Indiana ISTEP+ exam was in the category of Pass or Pass Plus:
The ISTEP+ exam tests sixth and eighth grade proficiencies in language arts and math for all students, excluding those mentioned above, in the fall of the school year. Students must obtain the following cutoff scores to be in the Pass category on each section of the test:

Sixth Grade Language Arts: 472
Sixth Grade Math: 464
Eighth Grade Language Arts: 516
Eighth Grade Math: 517

The ISTEP+ recently instituted a Pass Plus category for students who show exemplary achievement on the ISTEP+ exam. Students must obtain the following cutoff scores to earn a Pass Plus distinction for each section of the test:

Sixth Grade Language Arts: 570
Sixth Grade Math: 559
Eighth Grade Language Arts: 611
Eighth Grade Math: 629

If students did not earn Pass or Pass Plus distinction in one or both subjects, they are placed in a remediation class for the second semester of that school year that focuses specifically on the skills tested on the ISTEP+.

The seventh grade class began taking a version of the ISTEP+ exam during the 2003-2004 school year. However, scores for that year were only reported in pass and fail. The results of this year's test will be more detailed, but they will not be released to the schools until later in February of 2005.

STATE CRITERION-REFERENCED TESTS, continued

GRADE 6 ISTEP RESULTS—Language Arts	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
% scoring Pass Plus	23%	21%	15%	NA
% scoring Pass	92%	92%	91%	76%
% scoring Did Not Pass	8%	7%	9%	23%
Number of students tested	365	527	511	518
Percent of students tested	99.5%	99.6%	99.2%	NA
Number of students alternatively assessed using ISTAR	2	2	2	NA
Number of students alternatively assessed using ISTAR	0.5%	0.4%	0.4%	NA
ENL/Language Excused	0	0	2	NA
SUBGROUP SCORES				
1. Ethnicity				
White				
% scoring Pass Plus	21%	21%	15%	NA
% scoring Pass	93%	92%	92%	76%
% scoring Did Not Pass	7%	7%	8%	23%
Number of Students Tested	307	475	467	433
Asian				
% scoring Pass Plus	43%	36%	20%	NA
% scoring Pass	94%	100%	84%	87%
% scoring Did Not Pass	6%	0%	16%	13%
Number of Students Tested	35	25	25	31
2. Students with Disabilities				
Special Education with Accommodations				
% scoring Pass Plus	0%	3%	0%	NA
% scoring Pass	70%	52%	38%	28%
% scoring Did Not Pass	30%	48%	63%	70%
Number of Students Tested	23	29	32	47
Special Education without Accommodations				
% scoring Pass Plus	*	0%	0%	NA
% scoring Pass	*	91%	94%	75%
% scoring Did Not Pass	*	9%	6%	25%
Number of Students Tested	5	11	16	12
3. Socioeconomic Status				
Paid Lunch				
% scoring Pass Plus	24%	21%	15%	NA
% scoring Pass	93%	93%	91%	77%
% scoring Did Not Pass	7%	7%	9%	23%
Number of Students Tested	347	520	498	515

Free/Reduced Lunch				
% scoring Pass Plus	6%	*	*	NA
% scoring Pass	67%	*	*	*
% scoring Did Not Pass	33%	*	*	*
# of Students Tested	18	5	3	3
STATE SCORES				
% scoring Pass Plus	8%	7%	7%	NA
% scoring Pass	71%	69%	68%	52%
% scoring Did Not Pass	29%	30%	30%	46%
State Mean Score	497.6	496.6	494.8	533.4

* The value is not computed for fewer than 10 students.
- Percentages that do not equal 100% are due to undetermined scores.
- Between the 2001–2002 and 2002–2003 school years the state of Indiana made major adjustments in further aligning the ISTEP+ test with state standards. In addition, the Pass Plus category was added.

STATE CRITERION-REFERENCED TESTS, continued

GRADE 6 ISTEP RESULTS--Mathematics	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
% scoring Pass Plus	46%	39%	36%	NA
% scoring Pass	96%	93%	92%	85%
% scoring Did Not Pass	4%	7%	8%	15%
# of students tested	365	527	511	518
Percent of students tested	99.5%	99.6%	99.2%	NA
Number of students alternatively assessed	2	2	2	NA
Percent of students alternatively assessed	0.5%	0.4%	0.4%	NA
ENL/Language Excused	0	0	2	NA
SUBGROUP SCORES				
1. Ethnicity				
White				
% scoring Pass Plus	38%	39%	35%	NA
% scoring Pass	94%	93%	92%	85%
% scoring Did Not Pass	6%	7%	8%	15%
Number of Students Tested	307	475	467	433
Asian				
% scoring Pass Plus	69%	60%	60%	NA
% scoring Pass	100%	100%	96%	97%
% scoring Did Not Pass	0%	0%	4%	3%
Number of Students Tested	35	25	25	31
2. Students with Disabilities				
Special Education with Accommodations				
% scoring Pass Plus	13%	10%	3%	NA
% scoring Pass	70%	55%	50%	47%
% scoring Did Not Pass	30%	45%	50%	53%
Number of Students Tested	23	29	32	47
Special Education without Accommodations				
% scoring Pass Plus	*	36%	25%	NA
% scoring Pass	*	82%	88%	92%
% scoring Did Not Pass	*	18%	13%	8%
Number of Students Tested	5	11	16	12
3. Socioeconomic Status				
Paid Lunch				
% scoring Pass Plus	41%	39%	36%	NA
% scoring Pass	94%	93%	92%	85%
% scoring Did Not Pass	6%	7%	8%	15%
Number of Students Tested	374	520	498	515

Free/Reduced Lunch				
% scoring Pass Plus	22%	*	*	NA
% scoring Pass	89%	*	*	*
% scoring Did Not Pass	11%	*	*	*
Number of Students Tested	18	5	3	3
STATE SCORES				
% scoring Pass Plus	16%	14%	11%	NA
% scoring Pass	75%	73%	68%	61%
% scoring Did Not Pass	25%	27%	31%	37%
State Mean Score	501.0	496.2	487.6	537.3

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STATE CRITERION-REFERENCED TESTS, continued

GRADE 8 ISTEP RESULTS—Language Arts	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
% scoring Pass Plus	22%	18%	18%	NA
% scoring Pass	93%	88%	92%	95%
% scoring Did Not Pass	7%	11%	8%	5%
Number of students tested	329	529	500	474
Percent of students tested	99%	99.8%	99.6%	NA
Number of students alternatively assessed	3	1	1	NA
Percent of students alternatively assessed	1%	0.2%	0.2%	NA
ENL/Language Excused	0	0	1	NA
SUBGROUP SCORES				
1. Ethnicity				
White				
% scoring Pass Plus	19%	17%	17%	NA
% scoring Pass	93%	88%	92%	95%
% scoring Did Not Pass	7%	11%	8%	5%
Number of Students Tested	282	468	436	402
Asian				
% scoring Pass Plus	54%	44%	26%	NA
% scoring Pass	89%	97%	93%	88%
% scoring Did Not Pass	11%	3%	7%	12%
Number of Students Tested	28	35	46	34
2. Students with Disabilities				
Special Education with Accommodations				
% scoring Pass Plus	0%	0%	0%	NA
% scoring Pass	63%	43%	57%	61%
% scoring Did Not Pass	37%	47%	43%	39%
Number of Students Tested	19	47	35	38
Special Education without Accommodations				
% scoring Pass Plus	*	*	7%	*
% scoring Pass	*	*	86%	*
% scoring Did Not Pass	*	*	14%	*
Number of Students Tested	4	5	14	5
3. Socioeconomic Status				
Paid Lunch				
% scoring Pass Plus	22%	18%	18%	NA
% scoring Pass	93%	89%	92%	94%
% scoring Did Not Pass	7%	10%	8%	6%
Number of Students Tested	313	520	494	471

Free/Reduced Lunch				
% scoring Pass Plus	13%	*	*	NA
% scoring Pass	88%	*	*	*
% scoring Did Not Pass	13%	*	*	*
Number of Students Tested	16	9	6	3
STATE SCORES				
% scoring Pass Plus	8%	7%	7%	NA
% scoring Pass	68%	65%	63%	68%
% scoring Did Not Pass	31%	34%	34%	29%
State Mean Score	537.3	534.2	533.6	553.8

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- Between the 2001–2002 and 2002–2003 school years the state of Indiana made major adjustments in further aligning the ISTEP+ test with state standards. In addition, the Pass Plus category was added.

STATE CRITERION-REFERENCED TESTS, continued

GRADE 8 ISTEP RESULTS--Mathematics	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
% scoring Pass Plus	43%	39%	34%	NA
% scoring Pass	95%	94%	95%	93%
% scoring Did Not Pass	5%	6%	5%	7%
Number of students tested	329	529	500	474
Percent of students tested	99%	99.8%	99.6%	NA
Number of students alternatively assessed	3	1	1	NA
Percent of students alternatively assessed	1%	0.2%	0.2%	NA
ENL/Language Excused	0	0	1	NA
SUBGROUP SCORES				
1. Ethnicity				
White				
% scoring Pass Plus	42%	37%	31%	NA
% scoring Pass	96%	93%	95%	94%
% scoring Did Not Pass	4%	7%	5%	6%
Number of Students Tested	282	468	436	402
Asian				
% scoring Pass Plus	75%	82%	59%	NA
% scoring Pass	96%	100%	98%	94%
% scoring Did Not Pass	4%	0%	2%	6%
Number of Students Tested	28	35	46	34
2. Students with Disabilities				
Special Education with Accommodations				
% scoring Pass Plus	16%	4%	3%	NA
% scoring Pass	63%	68%	60%	63%
% scoring Did Not Pass	37%	32%	40%	37%
Number of Students Tested	19	47	35	38
Special Education without Accommodations				
% scoring Pass Plus	*	*	7%	*
% scoring Pass	*	*	100%	*
% scoring Did Not Pass	*	*	0%	*
Number of Students Tested	4	5	14	5
3. Socioeconomic Status				
Paid Lunch				
% scoring Pass Plus	45%	40%	34%	NA
% scoring Pass	96%	94%	95%	93%
% scoring Did Not Pass	4%	6%	5%	7%
Number of Students Tested	313	520	494	471

Free/Reduced Lunch				
% scoring Pass Plus	19%	*	*	NA
% scoring Pass	81%	*	*	*
% scoring Did Not Pass	19%	*	*	*
Number of Students Tested	16	9	6	3
STATE SCORES				
% scoring Pass Plus	16%	14%	11%	NA
% scoring Pass	71%	71%	66%	66%
% scoring Did Not Pass	28%	28%	32%	32%
Number of Students Tested	553.4	550.4	543.7	553.5

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